Globalisation of Indian Education

†661. SHRI VIJAY SINGH YADAV: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) Whether Government have taken any strategic initiatives on globalisation of Indian education;

(b) if so, the details thereof; and

(c) the steps being taken to provide career based long term education to foreign students and the students of our country?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. (SHRIMATI) RITA VERMA): (a) to (c) To disseminate information on Indian education in foreign countries and to provide a single window service to facilitate admission of foreign/Non Resident Indians in Indian institutions, Ed.CIL, a public sector undertaking under the Department of Secondary & Higher Education, is conducting/participating in educational fairs and exhibitions in the identified potential countries in association with the respective Indian Missions. In addition, an education portal has been launched on 19th June, 2001 which provides extensive information on various matters relating to Indian Education. Besides 5% seats in IITs and 15% seats in other central engineering institutions have been reserved for foreign/NRI students. A similar provision of 15% seats has also been made in respect of all Universities/Departments. These are supernumerary seats. UGC has allowed deemed Universities to set up campuses overseas. Consequently, centres of institutions like Birla Institute of Technology and Science, Pilani/Ranchi & Manipal Academy of Higher Education have been opened in countries like Dubai, Bahrain and Malaysia. Besides, IGNOU also has a presence in 23 countries for providing distance education. There is a demand for teachers abroad and attempts are being made to meet the demand. For closer monitoring and implementation it has been decided to sign separate Educational Exchange Programmes with foreign countries instead of

†Original notice of the question was received in Hindi.

including programmes on Education in the Cultural Exchange Programmes. In addition to the thrust on vocational education in the formal school system, the Government have been operating schemes for school drop-outs and disadvantaged groups through the National Open School, for the unemployed rural youth through the Scheme of Community Polytechnics, for adult literates through the Scheme of 'Jan Shikshan Sansthans' under the Programme of National Literacy Mission (NLM) and in colleges through the University Grants Commission (UGC).

Replacement of history books

662. SHRI EDUARDO FALEIRO: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the NCERT history textbooks, which the NCERT has decided to replace, have been reviewed by other experts on history;

(b) if so, the names of the those experts and the details of their evaluation; and

(c) the grounds on which it has been decided to replace these books?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. (SHRIMATI) RITA VERMA): (a) to (c) Curriculum Development, one of the main activity of NCERT is an ongoing process which has to be sensitive and responsive to societal changes and emerging challenges in the field of knowledge, pedagogy, scientific and technical developments. Further, the earlier curriculum was more than twelve years old. Hence, NCERT had initiated the process of curriculum revision for school education leading to the release of the 'National Curriculum Framework for School Education' (NCFSE) document in November 2000. Based on the recommendations contained therein detailed subjectwise syllabi have been prepared and corresponding new textbooks including those for history are being developed. In the development of the new textbooks, NCERT draws upon the inputs and expertise of academicians, including teachers and subject area experts. There is no fixed panel of experts for writing the text books.